**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: August 2012 |
| **Unit Title:**  Reading/Writing Apprentice | | | **Corresponding Unit Task:**  Task 1 | | |
| * **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:**   * *Teaching Text Structures: A Key to Nonfiction Reading Success,* by Sue Dymock and Tom Nicholson (copy of article “From Grower to Seller-9,000 Miles”). * Corresponding graphic organizer for article (flow chart/linear string) * Notes about chronological text structure. * Copies of articles on different apprenticeships (blacksmith, milliner, apothecary, baker, and candle maker).   **Students:**   * Reading strategy notebook. * Copy of graphic organizer and of article. * Copies of article about the apprenticeship they have chosen. * Copy of “Noting What I’ve Learned” graphic organizer. * Chart paper for each group (4-5) | | | | * **Chronological** * **Sequential** * **Organization** * **Purpose** * **Informational text** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.5** - Compare and contrast the overall structure (e.g., **chronology**, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI.5.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  **I Can Statement(s):**  I can effectively identify sequential text structures in challenging texts.  **Instructional Plan:**   * First we will review the previous lesson (main idea and details). The teacher will then introduce the essential vocabulary words (see word study box below). * Next, we will have a class discussion on how informational texts are different from literary texts (stories). Students will do this through a Rally/Round Robin where each person in the group will write down what they know about information al(NF) texts on a piece of chart paper which will be passed around the table. * Then we will come back together as a whole class and share their posters. * Next, we will begin learning about our first text structure: sequential. To engage the students, we will watch a short BrainPop video that explains the importance of writing in a sequential order. * Students will take notes about chronological text structures in their reading strategies notebook, noting key/signal (first, next, last, times, dates, etc.). * Teacher will then guide the students through a read aloud with the article “From Grower to Seller-9,000 Miles”. The teacher will model how he/she thinks through the article and uses the key or signals words to identify the text structure, in order to better comprehend the text. * The teacher and students will use the corresponding graphic organizer to help note the main idea and details in a sequential order.   **NOTE:** The teacher will leave the last few paragraphs for the students to work in pairs or small groups at their tables. They will read and pick out the important information and fill in the remainder of their graphic organizer.   * The teacher will then review Colonial America and will have the class review the various apprenticeships that were present during that time. * The teacher will have the students break up into groups, based on their chosen apprenticeship. * The students will then receive articles that use the various text structures that will allow them to apply what they have learned about chronological text structure. * The teacher will also introduce/review the graphic organizer (Noting What I’ve Learned) that they will use to take notes on their chosen apprentice and apply the strategies of Main Idea and Details and text structure. * Students will work together in their groups to take notes on their apprenticeship and apply what they have learned about main idea and details and text structure by completing the graphic organizer. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):**  I can reference various texts to find relevant information about my chosen apprentice.  **Instructional Plan:**  Students will be taking notes throughout the lesson. This has been explicitly stated above. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.5.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can use various strategies to help me comprehend unknown words**.**  **Instructional Plan:**   * The teacher will introduce the essential vocabulary and will model for the students how you can break down larger words into smaller words that they may know or be familiar with. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can collaborate with my group members and participate in class discussions.  **Instructional Plan:**  See reading plan above for examples on how the students are collaborating with one another and participating in class discussions. | | | | |
| **Closing/Summarizing Strategy** | To close the lesson, the teacher will bring the students back together for a discussion. The teacher will have them share some of the important information that they found about their apprentice, as well as the type of text structure that was present in their article and will have them support their responses with evidence from their texts. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early can compare their notes on their apprenticeship with a partner and discuss the similarities and differences among their notes. | | Teacher can pull students as necessary and struggling students will be paired up with stronger students during partner and group work. | | | Visuals (graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal class discussion and the completion of the graphic organizers. | | | | | |
| **Teacher Reflection:** (Next steps?)  The teacher will use the class discussions and the graphic organizer to gauge students learning and prepare for the next lesson in which the students will be learning about a different text structure (descriptive). | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*